

**NOTIFICATION OF AN "OFF-LIST"
PURCHASE OF A BASAL* TEXTBOOK OR PROGRAM**

(* Basal: one that serves as the primary means of instruction in a content area for a grade level or course)

**Request to purchase basal textbook and instructional materials not found
on the State Multiple List (regardless of funding source)**

KRS 156.445(1) states that "No textbook or program shall be used in any public school in Kentucky as a basal title unless it has been recommended and listed on the state multiple list by the State Textbook Commission or unless a school and district has met the notification requirements under subsection (2) of this section . . ." which indicates that "a school council, or if none exists, the principal, may notify, through the superintendent, the State Textbook Commission that it plans to adopt a basal textbook or program that is not on the recommended list, by submitting evidence that the title it has chosen meets the selection criteria of the State Textbook Commission, . . . the subject specific criteria of the textbook reviewers . . . and complies with the required publisher specifications." Furthermore, KRS 156.027, 704 KAR 3:455 and Federal IDEA require materials in accessible, alternative format. Hence, please complete the following information, attach the required documents, obtain the required signatures, and file at the District. Complete the Off-List Notification online form for official notification to KDE. Upon the receipt of the Off-List Notification online form, a confirmation will be sent to the local superintendent or designee by the KDE instructional resources consultant. If additional information, documents, or signatures are needed before the "off list" notification can be filed with the State Textbook Commission, an email will be sent to the district textbook coordinator specifying the missing item(s).

NOTE: The purchase of supplemental or reference materials does not require a notification.

Title	<u>AP Calculus</u>	Grade Level/Course	<u>09-12</u>
Publisher	<u>Cengage Learning, Inc.</u>	Copyright/Edition	<u>2017 / 1st</u>
ISBN (International Standard Book No.)	<u>9781305674912</u>	Cost	<u>\$135.00</u>

Is this textbook or program an updated version of a title on a current state multiple list? Yes No

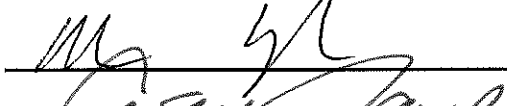
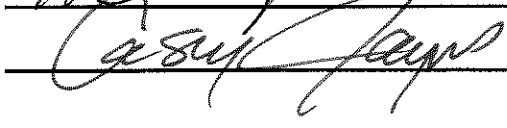
List district and school(s) that will include the title in the purchasing plan

Boone County / Boone County High School

The following five attachments must be kept on file at the district to document compliance with "Off-List" basal materials purchase requirements.

1. The state-approved evaluation instrument for the appropriate content area, completed, signed and dated indicating the basal material is recommended and that moderate or strong evidence supports the material's compliance with the subject specific criteria. (Blank evaluation instruments are located in applicable adoption group sections in the Textbook and Instructional Resource section of the KDE website)
2. A written rationale that states the need for this item and how it better meets the needs of students than items on the state multiple list.
3. A statement from the vendor indicating the cost of the item and a list of gratis items, if any, with purchase.
4. A statement from the vendor indicating the availability of accessible alternative formats of the basal and related items. (See requirements and statement on the next page.)
5. For a textbook, a completed **Form B** provided by the vendor agreeing to either Clause 1 or 2. For an electronic/digital resource, **Form M** provided by the vendor agreeing to either Clause 1 or 2. (Copies of Form B and Form M are provided on the KDE Textbooks Web page)

Signatures Required

School Council Chair or Principal		Date	<u>5-27-16</u>
District Textbook Coordinator		Date	<u>6/14/16</u>
Local Superintendent or Designee	_____	Date	_____

For assistance, contact: Kathy Mansfield
Kathy.mansfield@education.ky.gov or
kdetextbooks@education.ky.gov

KDE Textbooks Web page:
<http://education.ky.gov/curriculum/books/Pages/default.aspx>

Evaluation Tool for Basal Instructional Materials
Mathematics (Grades 9-12)

CRITERIA This basal resource encompasses . . .

A. Kentucky Core Academic Standards & Grade Level Expectations	<div></div> Moderate Evidence Little or No Evidence NA
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☒ Text is designed to be used in an elective course outside the KY Core Academic Standards

Part A of the Evaluation Tool for Basal Instructional Materials was adapted from the Instructional Materials Evaluation Tool (IMET) from Achievethecore.org. For this reason, the IMET must be used in conjunction with this evaluation tool in order to assure quality and depth of support from the basal* resource.

IMET for K-12 Mathematics:

<http://achievethecore.org/page/783/instructional-materials-evaluation-tool-imet-list-pg>

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I. Non-Negotiable 1: Focus and Coherence

Materials must focus coherently on the Widely Applicable Prerequisites* in a way that is consistent with the progressions in the Standards. (refer to NN Metrics 1A-1H in the IMET)

☒

Meets

☐

Does not meet

II. Alignment Criterion 1: Rigor and Balance

Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations. (refer to AC Metrics 1A-1C in the IMET)

☒

Meets

☐

Partially meets

☐

Does not meet

III. Alignment Criterion 2: Standards for Mathematical Practice

Materials must demonstrate authentic connections between content Standards and practice Standards. (refer to AC Metrics 2A-2C in the IMET)

☒

Meets

☐

Partially meets

☐

Does not meet

IV. Alignment Criterion 3: Access to Standards for All Learners

Materials must provide supports for English Language Learners and other special populations. (refer to AC Metrics 3A-3C in the IMET)

☐

Meets

☒

Partially meets

☐

Does not meet

*<http://achievethecore.org/file/1210> ("Widely Applicable Prerequisites")

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Mathematics (Grades 9-12)

Strengths, Weaknesses, Comments:

The text has a very strong emphasis on the relationship between content standards and the math practices. Rich problems encourage students to persevere as they analyze how to solve problems and not just how to arrive at correct answers. There is also emphasis on transference of skills to new problem situations.

The publisher offers online support through CalcChat with the purchase of the print edition. This resource offers homework help and a chat-line where students can ask questions.

While not being a course directly tied to KCAS, it brings together all of the standards and gives students opportunity to use all standards.

Evaluation Tool for Basal Instructional Materials
Mathematics (Grades 9-12)

<p>B. Equity and Accessibility Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners and cultural differences.</p>	<p>Strong Evidence</p> <p>Moderate Evidence</p> <p>Little or No Evidence</p> <p>NA</p>
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I. Key Criteria for Suitability	Strong Evidence	Moderate Evidence
	Little or No Evidence	NA
<p>A. Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.</p> <p>B. Multicultural representation.</p>		

II. Key Criteria for Content quality	Strong Evidence	Moderate Evidence
	Little or No Evidence	NA
<p>A. Free from factual errors.</p> <p>B. Content is presented conceptually when possible—more than a mere collection of facts.</p> <p>C. Content included accurately represents the knowledge base of the discipline.</p> <p>D. Content includes integration of academics.</p>		

III. Key Criteria for Connections to Technology	Strong Evidence	Moderate Evidence
	Little or No Evidence	NA
<p>A. Integrates technology and reflects the impact of technological advances.</p> <p>B. Uses technology in the collection and/or manipulation of authentic data.</p> <p>C. Embeds web links as a resource.</p>		

IV. Key Criteria for Support for Diverse Learners	Strong Evidence	Moderate Evidence
	Little or No Evidence	NA
<p>A. Provides support for English Language Learners (ELLs).</p> <p>B. Provides support for differentiation of instruction for diverse learners.</p> <p>C. Challenge for gifted and talented students.</p> <p>D. Support for students with learning difficulties.</p> <p><i>Note: may apply to either student or teacher editions</i></p>		

V. Strengths, Weaknesses, Comments:

The text uses a variety of names and places in problem representations. Strong support for graphing calculators and links to a variety of applets. Other homework supports are available online. Problems are scaffolded, with additional supports built into the text to provide guidance for struggling students as well as extensions for further exploration. There is a strong emphasis on conceptual learning. Problems are presented in multiple representations, allowing students more than one avenue of approach.

Evaluation Tool for Basal Instructional Materials
Mathematics (Grades 9-12)

Strong Evidence	
C. Organization and Presentation	Moderate Evidence
Information is organized logically and presented clearly using multiple methods and mode for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.	Little or No Evidence
	NA

	Strong Evidence	Moderate Evidence
I. Key Criteria for Inquiry, Research and Application of Learning	Little or No Evidence	NA
<p>A. Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, evaluating information, analyzing and synthesizing data, communicating findings and conclusions and formulating authentic questions to deepen and extend reasoning.</p> <p>B. Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.).</p> <p>C. Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.</p> <p>D. Provides opportunities for application of learned concepts.</p> <p>E. Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.</p> <p>F. Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.</p> <p><i>Note: may apply to either teacher or student edition</i></p>		
	Strong Evidence	Moderate Evidence
II. Key Criteria for Technical Skill Development	Little or No Evidence	NA

- A.** Provides opportunities for real world application of program specific content.
- B.** Provides opportunities for project based learning.
- C.** Provides opportunities for performance based activities.
- D.** Provides opportunities for critical thinking and reasoning.
- E.** Provides opportunities to justify/prove responses.
- F.** Provides opportunities for in-depth questioning.
- G.** Contains embedded activities (or extensions) that emphasize use of technology for problem solving.
- Note: may apply to either teacher or student edition*

Evaluation Tool for Basal Instructional Materials
Mathematics (Grades 9-12)

III. Key Criteria for Connections to Literacy	<u>Strong Evidence</u>	Moderate Evidence
	Little or No Evidence	NA

- A. Employs a variety of reading levels and is grade/level appropriate.
- B. Use of multiple representations-concrete, visual/spatial, graphs, charts, etc.
- C. Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- D. Student text provides opportunity to integrate reading and writing.
- E. Uses vocabulary that is age and content appropriate.
- F. Focuses on critical vocabulary vs. extensive lists.
- G. Identifies key vocabulary through definitions in both text and glossary.
- H. The text is engaging and facilitates learning.
- I. Embedded activities enhance the understanding of the text.

Note: may apply to either student or teacher editions

IV. Key Criteria for Organizational Quality	<u>Strong Evidence</u>	Moderate Evidence
	Little or No Evidence	NA

- A. Print and/or electronic materials present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.
- B. Presents chapters/lessons in an organized and logical sequence.
- C. Provides clearly stated objectives for each lesson.
- D. Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- E. Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components, interactive software, calculators, physical and virtual manipulatives) as either student or teacher resources.
- F. Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- G. Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively.
- H. Uses grade-appropriate type size.
- I. Included media are durable, easy to use and have technical merit.
- J. Construction appears to be durable and able to withstand normal use.

V. Strengths, Weaknesses, Comments:

Text provides opportunities for project-based and real-world learning. Critical thinking, rather than simply following algorithms, is emphasized. Problems provide explicit opportunities for reflection and journaling (writing about concepts). Learning targets and essential questions are used to organize objectives and focus student efforts. Emphasizes learning conceptually rather than procedurally. Very clearly aligned to Mathematical Practices and AP Calculus standards. The teacher supplements have written reference to AP Calculus standards.

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Mathematics (Grades 9-12)

D. Instructional Design and Support

Instructional design utilizes research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.

Moderate Evidence

Little or No Evidence

NA

Strong Evidence

Moderate
Evidence

I. Key Criteria for Student Engagement

Little or No Evidence

NA

- A. Includes content geared to the needs, interests, and abilities of all students.
- B. Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- C. Includes information and activities that assist students in recognizing relevance of concepts (where appropriate) to their own lives and experiences.
- D. Provides a variety of strategies, activities and materials to enhance student learning at the appropriate learning levels.

Strong Evidence

Moderate Evidence

II. Essential Components (beyond student and teacher text)

Little or No Evidence

NA

- Items identified as essential components support the learning goals and concept coverage of the basal.

III. Strengths, Weaknesses, Comments:

Student engagement is maximized through scaffolding in the problem sections. The text presents a variety of strategies, allowing students to discover which approach or strategy works for them as individuals. There are also prep problems specifically designed to help prepare students for the AP Calculus test.

<p>E. Assessment Materials provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instruction but also to identify student mastery of content.</p>	<p>Moderate Evidence</p> <p>Little or No Evidence</p> <p>NA</p>
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Strong Evidence **Moderate Evidence**

I. Key Criteria for Assessment to Inform Instruction

Little or No Evidence **NA**

- A. Includes multiple means of assessment as an integral part of instruction.
 - B. Provides evaluation measures in the teacher edition that supports differentiated learning activities.
 - C. Embedded assessments reflect a variety of knowledge levels.
- Note: may apply to either teacher or student edition*

II. Strengths, Weaknesses, Comments:

Assessments are varied and rigorous. Questions are designed to prepare students for the AP test. Assessments correlate well to the standards, are presented in multiple formats, and provide useful information on student progress. WebAssign allows for formative assessment on-line with immediate feedback.

<p>F. Available Ancillary/Gratis Materials <i>Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F</i></p>	<p>Strong Evidence</p> <p>Moderate Evidence</p> <p>Little or No Evidence</p> <p>NA</p>
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I. Ancillary/Gratis Materials

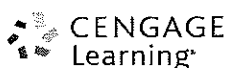
- A. Coordinate teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- B. Are well organized and easy to use.
- C. Provide substantive learning opportunities and are congruent with student learning goals.
- D. Provide opportunities for high-level thinking, assessment, and/or problem solving.
- E. Provide opportunities for intervention.

II. Strengths, Weaknesses, Comments:

WebAssign and CalcChat give immediate feedback to students with homework and formative assessment. The teacher's edition includes annotations designed to aid in teaching high school students. Instructional videos are also available on-line to supplement teacher input.

Written Rationale for the purchase of *Calculus for AP*, ISBN 9781305674912 by Boone County High School

The reason for requiring an off-list purchase is the fact that Kentucky approved textbook list for mathematics has expired, requiring all mathematics text purchases to follow the off-list notification process. This is a new text but it has been approved by the College Board for the teaching of AP Calculus. Our staff finds this text to be a strong instructional support that is well aligned to the AP Calculus standards and that will help guide students to success on the AP Calculus exam.



Confidential Price Quote (1431252)

5/27/2016

Pricing on this Proposal Guaranteed: 9/15/2016

Presented To: Kelly Lindsey (859) 746-0081, kelly.lindsey@boone.kyschools.us**Prepared By:** Diane Haas, (800) 543-0487 x11528, diane.haas@cengage.com

SHIP TO: Boone Co High School BILL TO: Boone Co High School Cengage Learning
 Kelly Lindsey Kelly Lindsey ATTN: Order Fulfillment
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 USA USA (800) 354-9706
 Fax: (800) 487-8488
SchoolCustomerService@Cengage.com

Quoted Products: AP Calculus

Qty	Product	Price	Quoted Price	Total
40	Bundle: Calculus for AP® Student Edition + Enhanced WebAssign + Online Fast Track to a 5 (6-year access) Larson 1st Edition [Hardside & Quant B&E, 2017] 9781337011693 / 133701169X		\$190.00	\$7,600.00
1	Annotated Instructor's Edition for Larson's Calculus for AP®, 1st edition Larson 1st Edition [Hardside & Quant B&E, 2017] 9781305948013 / 1305948017		\$0.00	FREE
1	AP® Teacher's Resource Guide for Larson's Calculus for AP®, 1st edition Larson 1st Edition [Hardside & Quant B&E, 2017] 9781305966574 / 1305966570		\$0.00	FREE
40	Bundle: Calculus for AP® Student Edition + Enhanced WebAssign (1-year access) + Online Fast Track to a 5 (6-year access) Larson 1st Edition [Hardside & Quant B&E, 2017] 9781337011686 / 1337011681		\$135.00	\$5,400.00

Sub-Total: \$13,000.00

+ Estimated Shipping and/or Process Fee: \$0.00

TOTAL: \$13,000.00

Tax and freight charges will be applied to invoice where applicable.

Please attach a copy of the quote to the Purchase Order.

Thank you for your interest in Cengage Learning products.

All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage Learning.

Form BSTATE OF Kentucky**STATEMENT OF PUBLISHER SUBMITTING BOOKS FOR ADOPTION**

One copy of this form signed by an official of the Publishing Company submitting books for adoption must be attached to the inside front cover of at least one official sample textbook submitted, plus additional copies when requested by the adopting agency.

Name of Publisher Cengage Learning, Inc.Address 5191 Natorp Blvd, Mason, OH 45040Title offered for adoption AP CalculusCopyright and edition 2017 / 1st ISBN No. 9781305674912**CLASS OF TEXTBOOK:**A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ AA ☐ BB ☐ CC ☐Grades 9-12 only, Class I ☐ Class II ☒College ☒ Meets MSSTCollege ☐ Meets with Approved Deviations (p.9)College ☐ Does Not Meet MSST**PAPER:**Basis weight 45 lbs.**PRINTING:**Printing Symbol: copyright pageMargins: Back 1.0 " Head .50 " Front .50 " Foot .50 "**BINDING:**No. of pages (total) 880 Pages per signature 32 Bulk 1.065 "Trim size: Width 8 1/2 " Height 10 7/8 " Endsheets 80 lbs.

Inserts: Number and kind _____

Method of attachment _____

Transparent overlays: Number and kind _____

Method of attachment _____

Reinforcements: Visible drill joints ☐ Concealed muslin joints ☒Binding method: Sewed ☐ Stitched ☐ Adhesive ☒Wires: Side ☐ Saddle ☐ Mechanical ☐Lining up: Supers: Number _____ Headbands Yes Tightback Yes**COVERS:**Cover boards: Thickness in points 88Cover material: Non-woven: Type II ☒ Type III ☐

Woven fabric group designation _____

Non-consumable soft-cover texts, Class AA ☐ BB ☐ CC ☐

Other _____

Cover graphics: Lithographed Yes Screened _____ Stamped _____ Other _____Cover top coating: Mylar gloss lamination**SPECIAL FEATURES**

The undersigned publisher submitting the textbook stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the Manufacturing Standards and Specifications for Textbooks in the State of Kentucky with the exception of: (explain deviations fully below or on separate sheet).

Warranty of Publisher

Form B (continued)

And the undersigned publisher agrees, in the event the contract for supplying the textbook listed herein is awarded to it, that:

Official Sample
Conforms; Texts
Supplied Will Conform

1. The official sample conforms to or exceeds in every particular the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, and that all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will likewise conform to or exceed these same specifications.

Official Sample Does
Not Conform; Texts
Supplied Will Conform

2. Although the official sample deviates in certain particulars delineated herein from the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, all copies subsequently furnished under such contract will conform to or exceed every specification.

Official Sample
Conforms Except for
Stated Deviations; Texts
Supplied Will Conform
Except for Stated
Deviations

3. The official sample conforms to or exceeds every specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, except for those deviations expressly delineated herein, and all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will conform to or exceed every specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments except for those expressly delineated and accepted by the adopting agency.

Official Sample Does
Not Conform; Texts
Supplied Will Not
Conform

4. Neither the official sample, nor copies subsequently furnished under such contract, will conform to any particular specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, although all copies furnished under such contract will be identical to or the equivalent of the original sample.

The undersigned publisher agrees to be bound under Clause One (☒) , Two (☐) , Three (☐) , Four (☐) of this warranty. The publisher shall furnish to the State for appropriate testing, when requested, samples of materials used in this publication.

Signed Beverly M. Jones

Name Beverly M. Jones

Title Supervisor, Textbook Services & Adoptions

Company Cengage Learning, Inc.

Date 5/25/16